Directorate of Curricula and School-Textbooks

Basic Concepts and Outcomes Learning

English Language

Tenth Grade

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Directorate of Curricula and School-Textbooks

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The authorship of this educational material was supervised by:

Dr. Nawwaf Al-Aqil Al-Ajarmah/Secretary General for Educational Affairs

Dr. Najwa Dheifallah Alqubelat / Secretary General For Administration and Financial Affairs

Dr. Mohammed Salman Kenanah /Director General for Curricula and Textbooks Directorate

Dr. Osama Kamel Jaradat / Director for Curricula Directorate

Dr. Zayed Hasan Okour / Director of Textbooks Directorate

Zeyad Khalil Al-Harasis/ Foreign Languages Curriculum Member

Coordination& Follow-up: Dr. Zobaida Hasan Abushwemeh / Head of Vocational Subjects Division.

Authoring committee of learning material

Nisreen Ibrahim Abu Yahya
Abdalrahman Abdallah Judeh
Suha Abdul Razzaq Slim

Editor: Zeyad Khalil Al-Harasis
Copy Editor: Narmin Dawod Al-Azza
Designer: Ziad "Mohd Adnan" Mehyar
Illustrator: Fayza Fayez Haddad
Production: Dr. Abd Al-Rahman Abu Suailiq

Proofreader and reviewer: Manal Fahed Aburumman

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Introduction

Based on the vision of the Ministry of Education; to achieve quality and distinguished education that suits the needs of students, and potentially provides learners with the basic skills necessary to adapt to the requirements and challenges of life, equipped with knowledge, skills and values that help build their personalities in a balanced way, this learning material was based on basic concepts and outcomes of the English language subject for tenth graders. This material forms the basis of students' competence, and focuses on the most important concepts that enable the student to smoothly move to the next stage, thus, without a learning gap. The concepts were selected and condensed, then presented in a light manner to ensure more indulgence in the learning process through activating self-learning strategy. In addition, parents are invited to participate in this learning process.

The educational content of this booklet includes four topics, each of which includes the basic concepts of learning English language skills.

Therefore, this content was based on achieving the following outcomes:

- read a text for different purposes (e.g., get information, understand ideas, understand the author's viewpoint, etc.)
- apply knowledge of language (e.g., spelling, punctuation, grammar and usage)
- write to communicate information and ideas clearly and correctly for specific purposes

1 Will technology take over the world?

You will be able to:

- read silently different types of reading materials for specific purposes
- make predictions about the future by using *"be going to"* and "*will"*
- write a short story, making predictions related to what will happen

Concept

Predictions

Essential question:

- Are computers going to rule our world?

Reading

1- Read the text, and then answer the following questions.

What will you be in the future?

Do you remember what career you dreamed of having when you were a child? Some of us wanted to be superheroes, but we have quickly realized that those jobs don't actually exist. However, if you ask children "What will you be in the future?" Very often, children tend to be realistic in their choices.

Suha: I will be a teacher when I grow up. I usually enjoy school and I really admire my teachers who are organized and possess important skills like communication.

Adnan: I will be a professional athlete so that I can play my favorite sports and get paid for it. Becoming a professional athlete takes a lot of work. I will practice for hours a day with teammates and trainers, and work regularly with strength trainers and nutritionists.

Mazen: I often read books and watch shows about detectives and spies who solve mysteries. I will be a detective when I grow up. Detectives and criminal investigators collect evidence and solve crimes.

Saher: I have always dreamed of being able to fly, I will be a pilot when I grow up. I will fly airplanes and helicopters.

a- What will Suha, Adnan, Mazen and Saher be in the future?
b- Why will Mazen be a detective when he grows up?
c- What is your dream future job? Why?

Keywords

prediction
detective
in the future
professional

Language in Use

'Will' or 'Going to'? (Predictions)

- We use to be + **going to** + infinitive when we make a prediction based on evidence we have now; This means that something now (in the present) tells us what is going to happen in the future.

Example

Look at the clouds; It's **going to rain.**

My aunt **is going to** have a baby.

- We use will + infinitive when we make a prediction which is only a guess or an opinion of ours.

I think it **will rain** tonight.

I'm sure he'**ll be** a successful lawyer one day.

2- Write the correct form of *going to* or *will* to complete the dialogue.

Hadi: I have decided to plan my future. I _____(make) my decisions for next year.

Nabil: Really! What are you going to do?

Hadi: I _____ (be) a software programmer. I'm really good at Math .

Nabil: That's really good. But what _____ you _____ (do) with those video games you always play?

Hadi: I _____ (not /play) any more video games until I achieve my goal. I _____ (work) in a big programming company.

Nabil: Well, good luck dear friend. I still don't know what I'm going to be.

Writing

Read each story. Choose one of them to write about what do you think will happen next.

Kareem was outside. The wind began to blow. Dark clouds drifted in. Lightening cracked and thunder roared. _____

_____

_____

_____

_____

_____

_____

_____

My sister decided to bake some cake. She put the cake in the oven and went outside. She talked with her friend for a long time. She forgot all about the cake_____

_____

_____

_____

_____

_____

_____

_____

_____

2 Let's communicate

You will be able to:

- interpret reading material by answering questions based on the reading material.
- use appropriate language to express actions/events in the future which are likely to happen or have a real possibility of happening, by using the first conditional.
- write a paragraph about the importance of learning a language.

Concept

Conditions

Essential question:

- What will happen if we stop recording events and activities?

Reading

1- Answer the following questions.

a- How did people communicate thousands of years ago?

b- How did ancient people record their daily life activities?

2- Read the text, and then answer the questions bellow.

Valuable Records

Sounds, letters and symbols are the most important aspects of human's life because they carry meaning. They also form the written systems which are used for sending messages, expressing opinions and recording events.

Our ancient ancestors started recording history and culture thousands of years ago when they created cave paintings. After that, the Sumerians in Mesopotamia, then the ancient Egyptians created the first writing systems using pictures and symbols to form sounds and words. The Egyptians used the hieroglyphics, pictures of objects, for decoration and the Hieratic to keep records for daily life activities.

Gradually, writing systems have developed due to technology, and more symbols were added to make communication easier and faster. In the past, scribes needed several weeks to copy a book, but now if you have a printing machine, you can do the same job in few minutes. This has made people get information easier and faster.

a- Where did the first writing systems start?

b-. What is the name of the writing system used in ancient Egypt?

c-. Who is a scribe?

d- What are the reasons behind the fast development of writing?

e- Why are writing systems important?

Keywords

Communication
Sumerian
System
civilizations
scribe
record, gradually

Language in Use

First conditional is used to talk about actions/events in the future which are likely to happen or have a real possibility of happening.

"If" Clause	**Main Clause**
If + present simple + comma	Subject + will/other modal + base verb.
If it rains,	I will stay at home.
Main Clause	**"If" Clause**
Subject + will/other modal + base verb	If + present simple.
I will stay at home.	if it rains.

Example

"If" Clause	**Main Clause**
have-toothache	**see -dentist**

If my father has a toothache, he will go to the dentist.
-My father will go to the dentist if he has a toothache.

3- Write sentences using the First Conditional as in the example.

a- be -sunny /Play-football

_____

b- snow-tomorrow/ not -go shopping

_____

4- Use the following words to form questions, using the First Conditional as in the example, then answer the questions in your notebook.

a- How /people /will /newspapers /write /there /no /are /if/ printing machines?

- How will people write newspapers if there are no printing machines?

b- come/ you /to / Will/the party /I /if /invite/? /you/

_____

c- she /do / will /What/if / not / she /find /does /a taxi/?/

_____

Writing

1- Read the following paragraph about the importance of studying a second language. Write the correct verb form.

Learning a second language is important to connect with other cultures. If we _____ (**learn**) English, for example, we _____ (**be**) able to know more about other nations' traditions, history and arts. This _____in turn _____ (**make**)us able to understand the way they think and behave. Recent studies show that children who learn another language express positive attitudes toward other cultures. Besides, if a student _____ (**learn**) a second language, he _____ (**have**) more chances to study abroad.

2- Write a paragraph about the importance of learning Arabic language.

_____

_____

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Writing Tips

When you write a paragraph, keep the paragraph on one topic, include a topic sentence, include supporting sentences that give details or facts about the topic and check spelling and punctuation marks.

3 To have or not to have

You will be able to:

- skim written materials before reading to determine their purpose or the type of the material.
- develop 2-3 paragraphs using an organizational pattern (a description of some possessions that are not needed any more).

Concept

Possessions

Essential question:

- Does money bring happiness?

Reading

"Time is more valuable than money. You can get more money, but you cannot get more time."

1- Read the above quote. Think and discuss with a friend or a family member.

a- Do you agree with the quote?

b- Which is more valuable; money or time? Why?

c- Which one would you choose to possess? Why?

2- Read the text and answer the questions.

Keywords

time, valuable, precious, charitable, borrow, lend, greed, donate

The Poor Man and Satisfaction

Maher and Amer were neighbours. Maher was a poor farmer but Amer was the landowner. Maher used to be very relaxed and happy. He never bothered to close the doors and windows of his house at night. He had deep sound sleep. Although he had no money he was content and peaceful. Amer used to be very nervous and very keen to close the doors and windows of his house at night. He could not sleep well. He was always bothered that someone might break open his safes and steal away his money. He envied the peaceful Maher.

One day, Amer called Maher and gave him a box full of cash saying, "Look my dear friend. I am blessed with plenty of wealth. I find you in poverty. So, take this cash and live in prosperity." Maher was overwhelmingly happy. He was joyful throughout the day. When the night came, Maher went to bed as usual. But, today, he could not sleep. He went and closed the doors and windows. He still could not sleep. He began to keep on looking at the box of cash. The whole night he was disturbed. As soon as day broke, Maher took the box of cash to Amer. He gave away the box to Amer saying, "Dear Friend, I am poor, but satisfied. Your money took away my peace of mind. Please bear with me and take back your money."

a- What is the main idea of the text?

b- Why did Amer give the money to his neighbour?

c- Why did Maher return the money back to the rich man?

3- Read the text and fill in the blanks with words similar in meaning to those in the brackets.

Last week, I decided to **d**_____ (**give away**) some of my possessions that I needed no more to a charity organization. One of the unwanted items that I owned were my ice skates. I loved them when I was younger. I thought that someone else could find it more **u** _____ (**beneficial**) and more fun to **p**_____ (**have**). They were really **v**_____ (**precious**); I'm sure that many children can't afford to buy them. I would like to give away my old things.

Writing

Write a description of some of your possessions that you don't need anymore. The following questions may help:

When did you get them?

Why do you like them?

Why don't you need them anymore?

Last week, I decided to_____

_____

_____

_____

_____

_____

_____

_____

_____

4 Have you ever……..?

You will be able to:

- explain connections between what you read, personal ideas and beliefs
- use perfect present tense to express experiences
- write about a personal experience using appropriate patterns

Concept

Experiences

Essential question:

Why is it important for people to share their life experiences?

Reading

1- Look at the following pictures. What do you think the story is about?

Keywords

Chinese, raw, judge, ingredients, bite, reject, immediately.

2- Read the following story about a personal experience, then answer the questions.

Sushi dish twice

By Nada

One afternoon, my family and I were invited to go out with relatives to a Chinese restaurant. I have never been to such a place before, so, I felt a little worried that I wouldn't like the food there. When it was time to order, I wanted to try the only thing I have never tasted before: Sushi. I only knew that it was a dish made of raw fish and other ingredients. When my food arrived, I felt very curious to taste it and judge whether it was delicious or not. I had a bite or two and couldn't finish it. I felt it tasted strange and I wasn't brave enough to explore it further.

Three weeks later, my father invited us to the same restaurant again.

" This time, try the same food again and tell me how it tastes. You've tried it only once. Maybe this time would be different," my father said.

We went again and asked for the same dish. I tried eating more than one piece. It was surprising to me that I started to enjoy something I have never enjoyed before.

At that moment, it came to my mind that the same thing happens in life. Whenever we hear about a new idea or a new opinion, we immediately reject it. Maybe if we keep an open mind, we can understand each other more.

3- Reread the text, and answer the following questions.

a- Why was Nada worried when she went to the Chinese restaurant?

b- What did she order when she went to the restaurant?

c- Why did she like the Sushi dish the second time she went to the restaurant?

d- What did she learn from this personal experience?

Language in Use

Present perfect tense

To **talk** about **experiences** we had in our lifetime we use the **present perfect.**

	Affirmative	Negative	Questions
You, They, We, I	**have** recently visited The Jordan Museum.	haven't visited The Jordan Museum.	**Have** (you, they, we, I) ever **visited** The Jordan Museum?
He, She, It	**has** recently **visited** The Jordan Museum.	**hasn't visited** The Jordan Museum.	**Has** (he, she, it) ever **visited** The Jordan Museum?

4- Complete the sentences with the correct verb form.

a- They _____ never _____ a mountain. (**climb**)

b- _____ she ever _____ this strange food? (**taste**)

c- I _____ just _____ to Europe. (**travel**)

d- He _____ recently _____ a book about nature. (**write**)

e- _____ your cat ever _____ a mouse? (**chase**)

f- We _____ _____ our homework yet. (**not do**)

Writing

Write about a personal experience and what you have learned from this personal experience.

Note: Don't forget to use present perfect tense and connecting words; *and, so, as a result, however, although, yet, finally*

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